





# UNC ENROLLMENT FUNDING

Introduction to the Funding Model

# Events Leading to a Student Credit Hour Model

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## Prior to the student credit hour (SCH) model

- Enrollment funding based on percentage change in full-time equivalent (FTE) enrollment.

## 1995 Session

- Consider alternative approaches to funding University Enrollment, including SCH funding.
- Review opportunities for off-campus degree programs and summer school.

## 1997 Session

- Examine funding required for increasing enrollment in distance education instruction.



# Events Leading to a Student Credit Hour Model

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## Following 1997 Session

- UNC developed and implemented an SCH enrollment-change funding model.

New model recognizes program costs and degree level difference to request funding for enrollment changes.

# 12 Cell Matrix – First 12 Cells

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- Enrollment change is based on campus SCH projections.
- Input the incremental number of future SCHs of instruction that are above or below the number of hours of instruction budgeted for the prior fiscal year.
- SCHs are projected separately for:
  - Undergraduate, masters, and doctoral instruction (horizontally across)
  - Within four levels of program costs, from low to high (vertically down)

# 12 Cell Matrix – Middle 12 Cells

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- Number of SCHs delivered by a faculty member in each category and level
- Same numbers are used for all campuses
- Based on two data sets:
  - National Study of Instructional Cost and Productivity (developed and maintained by the University of Delaware, Office of Institutional Research)
  - UNC-specific data on average class sizes

# 12 Cell Matrix – Categories of Instruction

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Based on National Study of Instructional Cost and Productivity  
(Delaware Data)

Middle 12 Cells

Category	Undergrad	Masters	Doctoral
I	708.64	169.52	115.56
II	535.74	303.93	110.16
III	406.24	186.23	109.86
IV	232.25	90.17	80.91

## Category I

Communications & Journalism  
Psychology  
Social Sciences  
Mathematics & Statistics  
English Language & Literature  
Philosophy & Related Studies  
Security & Protective Services  
History  
Other

## Category II

Education (not Student Teaching)  
Area, Ethnic, Cultural & Gender Studies  
Multi/Interdisciplinary Studies  
Business Management & Marketing  
Liberal Arts & Sciences, Gen. Studies, & Humanities  
Parks, Recr., Leisure & Fitness  
Family & Consumer & Human Sciences  
Foreign Languages & Literature

## Category III

Agricultural Business & Production  
Agricultural Science  
Natural Resources & Conservation  
Architecture and Related Programs  
Public Admin. & Social Service  
Physical Sciences  
Biological & Biomedical Sciences  
Visual & Performing Arts  
Allied Health  
Computer & Information Sciences  
Library Science  
Engineering – Related Technologies  
Science Technologies  
Student Teaching courses

## Category IV

Engineering  
Nursing



# Calculating Costs

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## Instructional Salary Rate of Campus

- Campus-specific rate, calculated by dividing General Fund teaching salaries by number of budgeted FTE teaching positions

## Instructional Salary Amount

- Total Positions Required x Instructional Salary Rate

## Other Academic Costs

- Covers the faculty personnel benefits, academic supplies, equipment and other instructional costs
- Based on the relationship of these costs to faculty salaries

## Total Academic Requirements

- Instructional Salary Amount + Other Academic Costs





# Calculating Costs

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## Library Rate

- Covers library costs
- Based on the relationship of Library Costs to Total Academic Requirements

## General Institutional Support Rate

- Covers costs such as:
  - Student Services, Academic Advising, & Registrars
  - Student Counseling
  - Financial Aid Personnel
  - Campus Management/Maintenance, Facilities Management, & Physical Plant
  - Accounting, Internal Controls, Financial Compliance, & Legal
  - Institutional Research
  - Human Resources
- Based on the relationship of General Institutional Support costs to Total Academic Requirements



# Calculating Funding Request

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## Total Requirements = Total Cost

- Funds needed for delivery of new SCHs
- Total Requirements = Instructional Salary + Other Academic Costs  
+ Library Costs + General Institutional Support

## Calculation of Appropriation Request

- New students will cover some of the costs through paying tuition
- Tuition Revenue = New FTEs x Tuition Rates
- Appropriation Request =  
Total Requirements (cost) – Total Tuition Revenue



# SCH Enrollment-Change Funding Request Example

Campus: **UNC-ABC**

Program Category	Student Credit Hours			SCH per Instructional Position			Instructional Positions Required		
	UG	Masters	Doctoral	UG	Masters	Doctoral	UG	Masters	Doctoral
Category I	3,700	729	0	708.64	169.52	115.56	5.221	4.300	0.000
Category II	6,030	484	8	535.74	303.93	110.16	11.255	1.592	0.073
Category III	2,118	288	0	406.24	186.23	109.86	5.214	1.546	0.000
Category IV	0	0	0	232.25	90.17	80.91	0.000	0.000	0.000
<b>Total</b>	<b>11,848</b>	<b>1,501</b>	<b>8</b>				<b>21.690</b>	<b>7.438</b>	<b>0.073</b>
	<b>Total All SCHs 13,357</b>						<b>Subtotal Positions 29.201</b>		

% of Total      88.7%      11.2%      0.1%

Total Positions Required	29.201
Instructional Salary Rate of Campus	\$75,500
Instructional Salary Amount	\$2,204,676
Other Academic Costs	44.89% \$989,679
Total Academic Requirements	\$3,194,354
Library Rate	11.48%
Library Amount	\$366,712

Gen'l Instit. Support Rate	54.05%
Gen'l Instit. Support Amount	\$1,726,549

Calculation of Appropriation Request			
Requirements Generated by SCH Model			\$5,287,615
Tuition Revenue:	<i>FTE</i>	<i>Rate</i>	<i>FTE x Rate</i>
In-State U/G FTEs	300	3,000	900,000
Out-of-State U/G FTEs	91	14,300	1,301,300
Res per G.S. 116-143.6	9	3,000	27,000
In-State Grad FTEs	56	3,400	190,400
Out-of-State Grad FTEs	18	14,500	261,000
Total FTEs	474		
<b>Total Expected Revenue</b>			<b>2,679,700</b>

**Request Amount**      **\$2,607,915**



# FTE Enrollment-Change Funding Model

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- Enrollment growth for two campuses and five professional schools are funded on the FTE funding model:
  - UNC School of the Arts
  - NC School of Science and Mathematics
  - Medicine – ECU, UNC-CH
  - Law – NCCU, UNC-CH
  - Veterinary Medicine – NCSU
  - Dentistry – ECU, UNC-CH
  - Pharmacy – UNC-CH
- Campuses/programs with enrollment growth funded on the FTE model are unique and very specialized.



# Timeline for Enrollment Projections

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- YEAR ONE

- Enrollment Memo with instructions sent (early fall)
- Campus projects enrollment for next two years
- Initial campus submission (mid-October)
- Analysis and Review by internal GA team
- Iterative process evaluating total SCHs with GA personnel to arrive at BOG recommendations
- Final submission to OSBM and FRD

- YEAR TWO

- Year One process repeated to arrive at adjusted projections for second year of the biennium



# Changes To The Funding Model Over Time

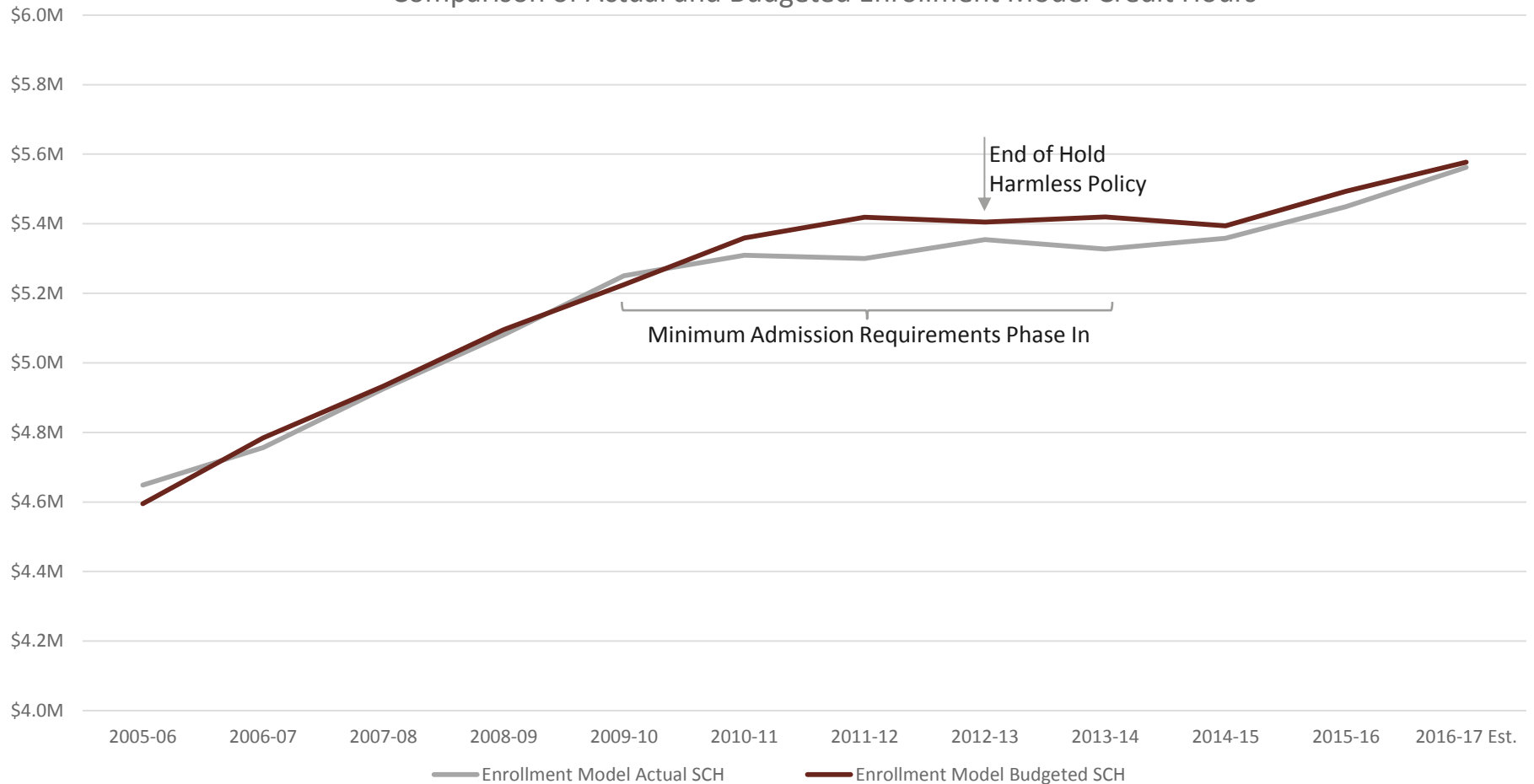
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- Summer School Funding – Eliminated in FY 2005-06
- Hold Harmless – Eliminated in FY 2012-13
  - Policy that kept campuses with declining enrollment at the current budgeted level to lessen the impact of the loss of tuition dollars.
- Negative Adjustment Factor – Eliminated in FY 2014-15
  - Factor that lowered a reduction in the General Institutional Support amount by half if enrollment was declining to account for fixed costs.
- Undergraduate Cost Factor- Eliminated in FY 2015-16
  - Weight factors identified by the BOG to recognize performance and special circumstances that applied to undergraduate growth.
  - Included service to disadvantaged students, diseconomies of scale, degree efficiency, and retention rates.



# Accuracy of the Model

Comparison of Actual and Budgeted Enrollment Model Credit Hours



THANK YOU





QUESTIONS?

